

Self Determination and Assistive Technology

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IDEA 2004: SEC. 602.

Assistive Technology Device

(A) IN GENERAL.—The term ‘assistive technology device’ means any item, piece of equipment, or product system, whether acquired commercially off the shelf, modified, or customized, that is used to increase, maintain, or improve functional capabilities of a child with a disability.

(B) EXCEPTION.—The term does not include a medical device that is surgically implanted, or the replacement of such device.

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Assistive Technology Device

- ✓ An item or piece of equipment
- ✓ Increases functional capabilities when used

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Functional Life Skills

- Reading
- Written Expression
- Math
- Problem-solving
- Communication
- Recreation
- Daily organization
- Seating/Positioning
- Hearing
- Seeing
- Self-Care
- Mobility
- Behavior
- Specific task-related skills

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Transitions: Reasons To Use AT

- ✓ Increase levels of independence
- ✓ Improve quality of life
- ✓ Increase productivity
- ✓ Enhance performance
- ✓ Expand educational/ and vocational options
- ✓ Increase success
- ✓ Reduce amount of support needed



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(2) Assistive Technology Service

The term 'assistive technology service' means any service that directly assists a child with a disability in the selection, acquisition, or use of an assistive technology device.

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Assistive Technology Services

1. Evaluating
2. Providing Devices
3. Selecting, Repairing
4. Coordinating
5. Training/Technical Assistance:
Child and family
6. Training/Technical Assistance:
Professionals

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Self-Determination

The attitudes and abilities required to act as the primary causal agent in one's life and to make choices regarding one's quality of life free from undue external influence or interference.

Wehmeyer, 2005

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Self-Determination Characteristics

- Acts autonomously
- Is self-regulated
- Is psychologically empowered
- Acts in a self-realizing manner



Adapted from Wehmeyer

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Self Determination is not new

The aim of education is the creation of self control.

John Dewey, 1939.

A sense of destiny facilitates success.

James Coleman, 1966.

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Personal Aspects of Self-Determination



- Positive perceptions of control, efficacy and outcome expectations
- Self-awareness
- Self-knowledge

Wehmeyer, 2007

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Impact of Teaching Components of Self-Determination

Research shows individuals with high self-determination are:

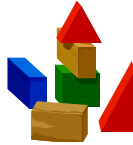
- twice as likely to be employed as those with low levels of self-determination,
- more likely to earn higher salary, and
- more likely to gain job benefits (e.g., vacation, sick leave, insurance).

Schwartz (1997)

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Teachable Elements of Self-Determination

- Choice-making skills
- Decision-making skills
- Problem-solving skills
- Goal setting and attainment skills
- Self-regulation/self-management skills
- Self-advocacy and leadership skills



Wehmeyer 2007

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Adding Self-Determination to the Curriculum



- Many state standards include use of decision making.
- Offers opportunity to include explicit instruction on how to make decisions.
- Can create a map for teaching. Scope and sequence insure explicit instruction.

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Self-Determined AT Users Can

*Make their own choices about
AT devices and services*

"I don't wear my hearing aids to dances"
Gordon (13 years old)

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Promoting Choice Making

1. Awareness of preferences
2. Appreciation that choices are possible
3. Recognition of decision-making opportunities
4. Definition of the choice or decision at hand
5. Generation of alternatives
6. Evaluation of alternatives
7. Selection of alternative

Adapted from Abery (1994, p. 355)

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Self-Determined AT Users Can
Make decisions about AT use

*"For me, Morse Code is better than
voice recognition."*

Jason (19 years old)

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Kathryn's Decisions about AT



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Self-Determined AT Users Can
Solve AT problems

*"I talk with my mom and friends
about ideas, do research and pray
in order to find the right thing to do."*

*Janice (10 years
old)*

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Teaching Problem Solving

1. Define the problem
2. Define alternative actions
3. Discuss consequences of each alternative
4. Choose an alternative
5. Role play using the alternative
6. Actually carry out the alternative in a real setting
7. Discuss and receive feedback from teacher

Adapted from Bauminger (2002)

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Self-Determined AT Users Can
Set AT goals

*"I learn about what I like and don't
like before setting my goals for after
high school."*

Samuel (16 years old)

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Self-Determined AT Users Can
Regulate and manage their own performance

"Sometimes, though, it is easier to just have someone else think, speak or do for me, but I try to fight the laziness."

Beverly (15 years old)

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Self-Determined AT Users Can
Take leadership and advocate for their own quality of life.

"I know what I want for my life. I learned how to ask for it in high school."

Clara (22 years old)

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Self Determination Assessments

- American Institute for Research, (1994). *The AIR self-determination scale*. Retrieved February 8, 2008, from <http://education.ou.edu/zarrow/?p=38&z=3&rd=1>
- The ARC National Headquarters, (1995). *The Arc's self-determination scale*. Retrieved February 3, 2008, from <http://education.ou.edu/zarrow/?p=38&z=39>
- Hoffman, A., Field, S., & Sawilowsky, S., (2004). *Self-determination assessment battery*. Retrieved February 3, 2008, from <http://education.ou.edu/zarrow/?p=38&z=41>

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*Kathryn's
Self-Determination Skills
Today
2008 Interview*



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